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ABSTRACT

Developed by the Oregon Elementary English Project, this curriculum unit, intended for grades three and four, introduces students to some of the mechanics of writing and provides some practice in using these mechanics. The unit contains an introduction to writing and seven sections, covering beginning and end punctuation, commas, the apostrophe, capital letters, quotation marks, writing letters, and writing paragraphs. Each section is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and various student exercises. (See CS 200 482-489 and CS 200 491-499.) (HS)

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Language Curriculum, Levels C - D

ROAD SIGNS TO WRITING

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CS 200 490

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ROAD SIGNS TO WRITING

PURPOSE:

To introduce students to some of the mechanics of writing and to provide some practice in using these mechanics.

BACKGROUND:

This handbook is based on the theory that the mechanics of writing serve as guides to help writers make clear what they are saying and to help readers understand what is being said. It should be recognized that these devices are conventions, or customs, which develop when a culture develops a writing system. Not all cultures have the same devices. Many of them are quite arbitrary and are useful only because we all assign the same meaning to them. For example, we all recognize that when we come to a period followed by a word beginning with a capital we have probably come to the end of one sentence and the beginning of another. It isn't the period and the capital that make the end and beginning. They simply indicate what is there already and thus facilitate our interpretation of the written word.

Punctuation marks do in writing what rising and falling pitch, various pauses, and the grouping of words between pauses do in speaking. In spoken language, we have no trouble recognizing the beginning and ends of sentences or the division between various parts of a sentence. But when we write, such capitalization supply the clues which tell us quickly what we would recognize naturally is we heard a sentence spoken.

Punctuation is related to the structure of a sentence. That is, the various marks are used at various structural points: to mark the beginning and the end; to separate parts of the same sort; to show natural breaks between one part and another; etc. The discussion in this unit tries to relate punctuation whenever possible to what the student knows about the structure of sentences or to what he feels intuitively.

SUGGESTIONS FOR USE:

The unit consists of eight sections: an introductory section; beginning and end punctuation; commas; the apostrophe; capital letters; quotation marks; writing letters; and writing paragraphs. Most of the sections include subsections; and each has a number of exercises to provide practice for students.

Each of the pages for students is also included separately in an envelope of materials so that you can either put it on the overhead or opaque projector or reproduce it for each of your students. It is expected that you willl want to teach each of the sections to your class as a whole before having students try the exercises. The overhead or opaque projector would be an excellent way to do so.

The sections are arranged in the order in which we think you may want to take them up, but this order can be very flexible. Adapt it to your own needs and select what you find useful. A table of contents will help you locate specific sections. Some of the material may be more suitable for fourth than third graders. You will be the best judge of this. You may want to supplement some of the exercises with more of the same kind.

We suggest that the material in this unit not be taught at the same time that you are teaching the composition lessons. Your purpose there is to encourage students to think and write freely and creatively. Too much emphasis on the mechanics of writing can inhibit this process. Therefore your approach to mechanics should come at a different time. Hopefully, there will be some carryover. After a composition has been completed there should sometimes be opportunities to talk about the mechanics. The lessons in this unit will have provided the terminology and concepts to enable you to do so. Remember, however, that this is an introductory unit to these mechanics. The student will have the rest of his school career to perfect his use. Don't insist on perfection at this level. Simply begin to build an awareness of the conventions of writing.

Specific suggestions for teaching each individual section and a key to the exercises are found preceding each section. The key is included in case you want to assign the lessons to students individually and want to allow them to check their own work.

I

INTRODUCTION

PURPOSE:

To develop the concept that the mechanics of writing are like road signs: they help us understand what we are reading and help others understand what we are writing.

MATERIAL:

Story, "The Country Without Signs" to read to students.

Student lesson called "Road Signs"

SUGGESTED PROCEDURE:

1. Read the story "The Country Without Signs" to your class.

2. At the end discuss what kind of signs would have helped George. You might want to let students draw pictures, or actually make road signs out of construction paper. Emphasize that the signs are useful because we also understand what they mean.

3. Reproduce the student page "Road Signs" for your students to put it on the overhead for discussion. Have students fill in the blanks. Make the analogy between actual road signs and the road signs of writing.

POSSIBLE EXTENSION:

Take a class walk to look for all the possible road signs and other signs that help tell us where we are and the directions we might want to go and also provide directions to keep traffic moving efficiently and safely. This could be done before students make signs.

The Country Without Signs

George Brown woke up one morning, rubbed his eyes, and looked around. He was in a strange room he had never seen before. Quickly hopping out of bed, he ran to the window. Outside was a little yard with one tree and a few straggly flowers. Beyond was a road, and parked at the curb was a little yellow car. Strangely enough, it had his name on the door. But there was nothing to tell George Brown where he was. He quickly put on his clothes and rushed out to the road and got into the car.

He had no idea which direction to go, so he just started off in the direction the car was pointed. Pretty soon he came to a fork in the road, but there were no signs to say whether he should turn or go straight. He decided to go straight. A little way down the road he passed a big building with lots of children playing in a playground. That looks like a school, thought George, but cars were speeding past so fast they made George's head swim. Someone ought to put up signs telling people to slow down, thought George. Soon George came to an intersection where a bigger road crossed the one he was on. It was full of cars going back and forth so fast George didn't know how he could ever get across. He sat and waited for the cars to stop but they never did. Someone should make them stop and let us go by, thought George. Suddenly he realized there were no signs at all at the intersection. There was nothing to tell the drivers of the cars whizzing past to stop and let the cars in George's road get through.

Finally George turned around and went back the way he had come. He came to another fork and wondered which way to go, but there was nothing to tell him. He decided to turn left. This road went straight for a long, long ways. George passed houses and towns. He wondered where he was, but there was never a single sign to tell him. George drove all day long but he never did find out where he was, or where he was going. Once he went around a corner and a train roared across right in front of him. George hadn't seen the tracks, and he slammed on his brakes just in time. Someone should put up a sign warning people about trains coming, he thought. Without warning he came around a corner and found the turn so sharp that he almost rolled over. Someone should put up a sign saying that this is a sharp curve, thought George.

Finally George found himself back at the little house where he had started from in the morning. He went in, and since he didn't know what else to do, he went to bed and was soon fast asleep. When he woke up he was in his own room. He wondered if he had only dreamed about the strange country with no signs.

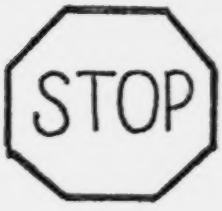
Exercise

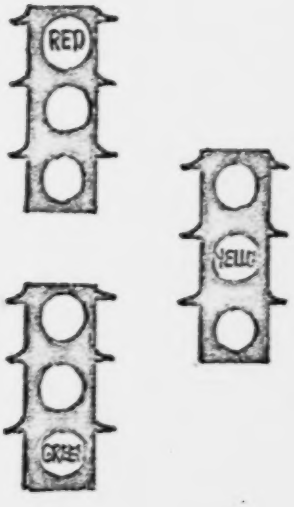
Where would signs have helped George?

Draw pictures of some of the signs that were needed.

Road Signs

Here are some road signs that you see every day. What do they tell you?





A red light at a corner means _____.

A yellow light means _____.

A green light means _____.

We all understand what these signs mean. They help us get around safely. If we didn't all agree about what they mean, though, they wouldn't help us much, would they?

When we write we also use some signs that we all understand. They help us read and they help other people read what we write. They are the "road signs to writing."

II

BEGINNING AND ENDING SIGNS

PURPOSE:

To teach students about the ways we mark the beginning and ending of sentences when we write and to provide practice.

MATERIAL:

An introductory page for the student and three exercises. You may want to use them on the overhead or reproduce them for your students.

SUGGESTED PROCEDURE:

1. Have students read the introductory page or read it to or with them. This will be review for most students, of course.

   Discuss how they indicate the end of a sentence when they are talking. You might want to read a short paragraph without any break or change in your voice when you come to the end of a sentence to illustrate the point.

2. The exercises progress in difficulty. You will not want to use them all at the same time and may want to select those most appropriate for the level of your class. You could reproduce some and put others on the projector to use as the basis of class discussion. Some of the items in Exercise 3, in particular could be put on the overhead and students could take turns coming up to put in the punctuation marks.

POSSIBLE EXTENSION:

Let students, perhaps working in pairs, write stories leaving out all punctuation. Then have them trade and try to put in the punctuation in their partner's story. Have some put on the board.

KEY TO EXERCISES:

Exercise 1: Sentences 1, 4, 7, 9, 11, and 12 should end with periods. Sentences 2, 5, 6, and 8 should have question marks. Sentences 3 and 10 should probably end with exclamation points. However, there is always room for two interpretations of an exclamatory sentence. Allow for differences of opinion.

Exercise 2:

1. The . . . twelve. The coach . . . pumpkin.
2. The three . . . mittens . What . . . then?
3. Once . . . rabbits. They . . . mother.
4. Noone . . . ball. It . . . fence.
5. He finished . . . story. We . . . away.
6. The old . . . cupboard.. It was bare.
7. We . . . Friday. Everyone is invited.
8. The stars . . . sky. There . . . moon. (The first sentence could also end after brightly.)
9. There . . . feeder. All . . . finches. (It would also be possible to end the first after birds.)
10. Our . . . boat. It . . . sails.

Exercise 3:

1. A little . . . toadstool. He . . . green. On . . . acorn. He put . . . listened. He could . . . nothing. Pretty . . . . by. The little . . . away.
2. Robins like worms. They . . . listen. When . . . it. Sometimes . . . it. Sometimes . . . robins. The baby . . . hungry.
3. Here is a groundhog. One day he woke up. He had breakfast. Then he went outside. It was . . . shadow. He jumped . . . hole. He was . . . shadow.
4. Once . . . Jane. One day . . . school. She could . . . kitchen. When . . . jar. She climbed . . . jar. She saw . . . jar. Suddenly . . . down When . . . jar.
5. I had . . . more. One day . . . door. When I . . . man. His name was Rumplestiltskin. He was . . . touch. After . . . peppermint.
6. One day . . . friend. He . . . peppermint. I wanted . . . friend. When . . . peppermint. I ate . . . dessert. It tasted good.

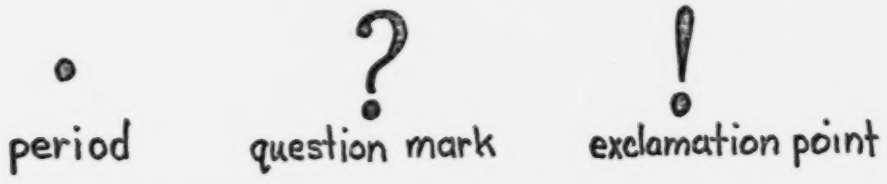
II

BEGINNING AND ENDING SIGNS

When we talk we show where sentences begin and end with our voice. When we write we show the beginning and ending in a different way.

We use a capital letter to show that a sentence is beginning.

We show that a sentence is ending with signs like these:



Most sentences tell us something. We put a period after them.

Tom forgot his shovel.

Some sentences ask a question. We put a question mark after them.

What did Tom do then?

When we are excited we use sen tences that exclaim. We use exclamation points after them.

Look out, Tom!

Exercise 1: Put a period at the end of the telling sentences.
Put a question mark at the end of the asking sentences.
Put an exclamation point at the end of the exclaiming sentences

1. The big billy goat went over the bridge
2. Who is tramping over my bridge
3. Get off my bridge
4. The prince danced with Cinderella
5. What did the fairy do
6. Who has been eating my porridge
7. A little girl was asleep in the bed
8. Why do you have such big teeth
9. The bears went for a walk
10. Someone's been eating my porridge
11. Everyone slept for one hundred years
12. The prince kissed the princess and woke her up

Exercise 2: In each of these sentences there are two sentences run together. Decide where one ends and the other begins and put in the beginning and ending signs.

1. the clock struck twelve the coach became a pumpkin
2. the three little kittens lost their mittens what did they do then
3. once there were four little rabbits they lived with their mother
4. noone could reach the ball it went over the fence
5. he finished reading the story we all put our books away
6. the old woman went to the cupboard it was bare
7. we will have a party on Friday everyone is invited
8. the stars were shining brightly in the sky there was no moon
9. there were more than twenty birds in the feeder all of were finches
10. our friends have bought a new boat it has three sails

Exercise 3: The beginning and ending marks have been left out of the sentences in these stories. Your job is to decide where the sentences end and beginand to put in the signs that show where the beginnings and endings are.

1. a little man stood under the toadstool he was dressed in green on his head was an acorn he put his hand over his ear and listened he could hear nothing pretty soon a worm crawled by the little man climbed on the worm and rode away

2. robins like worms they hop in the grass and listen when a worm sticks its head up the robin grabs it sometimes he eats it sometimes he takes it to his baby robins the baby robins are always hungry

3. here is a groundhop one day he woke up he had breakfast then he went outside it was a beautiful day, but when he looked he saw his shadow he jumped right back down his hole he was frightened by his own shadow

4. once there was a girl named Jane one day she came home from school she could smell something good in the kitchen when she went in she saw the cooky jar she climbed up on the table and opened the jar she saw five cookies at the bottom of the jar suddenly she fell in, and the lid came down when her mother came home she found Jane in the cooky jar

5. I had a safe full of peppermint, but I wanted more one day when I was counting my peppermint I heard a knock on the door when I opened the door I found a little man his name was Rumplestiltskin he was not there to spin gold out of straw but to give me the peppermint touch after that everything I touched turned to peppermint

6. one day I was playing tag and I tagged my best friend he turned to peppermint I wanted to eat him but I didn't because he was my friend when I picked up my lunch tray it turned to peppermint I ate it along with my dessert it tasted good

III

COMMAS

PURPOSE:

To introduce students to two uses of the comma as a joining sign and to provide exercises for practice.

MATERIALS:

Two subsections: The one on joining two sentences has an introductory page and two pages of exercises. The second, on the use of commas in a series, has two exercises, accompanied by explanatory material. Either work with the projector or reproduce each page for the students.

SUGGESTED PROCEDURE:

1. The introductory page on joining sentences could easily be discussed if it were simply projected on the overhead. You might want to have students think of other sentences and join them together. They could put them on the board.

2. Exercise 1 provides practice and would probably be most useful if each student had a copy.

3. Exercise 2 could be put on the overhead first and discussed and then each child could copy the story and delete some of the joining words. You might want to reproduce for students only John the Joiner's paragraph. Students may not all rewrite in the same way. This should provide an opportunity to point out that we often have choices in the use of language. Since writing continuous sentences of this kind is a characteristic of student writing at this level, you will have many other examples from your students that could be used in similar exercises.

4. Both exercises 3 and 4 could be put on the overhead for discussion before students are assigned the exercises to work out. Some of them may need help at first. You will want to point out that the parts in a series may consist of one word or many words. But they are always the same kind of parts.

KEY TO EXERCISES:

Exercise 1: In some of the sentences there are possibilities for choice among the joining words.

1. . . . sugar, and . . . .
2. . . . dog, but the . . . .
3. . . . meadow, and (or but) . . . .
4. . . . off, and . . . .
5. . . ., but . . . .
6. . . . today, or . . . .
7. . . . rope, and (or but) . . . .
8. . . . coming, for . . . .
9. . . . out, but (or and) . . . .
10. . . . bowl, and . . . .

Exercise 2: There are many possibilities for rewriting. Here is one:

Yesterday we went to the pet shop. We went in. There were many monkeys in cages, but they didn't look very happy. We decided that we would buy one. But we couldn't decide which one to buy. We talked about it for a while, and finally we decided to get the little one. The man put him in a box, and we took him home.

Exercise 3:
1. Bird flew up, circled around, and dived into the grass.
2. The tin woodman, the raggedy scarecrow, and the girl with the dog set out for Oz.
3. We have vacation in June, July, and August.
4. The unicorn stopped, listened, and ran away.
5. The caravan rolled through the woods, down the valley, and into the village.

Exercise 4:
1. The cat, the rooster, and the donkey traveled together.
2. In our school garden we raise radishes, carrots, and peas.
3. Peter picked peaches, pears, and plums.
4. Helen Gregory, Joe Smith, and Nancy Perry play in the band.
5. Dogs, cats, and horses make good pets.
6. The flowers were red, yellow, and white.
7. We looked in the closet, under the bed, and behind the chest.
8. Laura ran to the window, opened the curtain, and looked at the wolf.

III

COMMAS

Joining Sentences

This sign is a comma. It is a joining sign.

and
but
for
or

And these words are joining words:

Sometimes we make one sentence out of two by joining them with a joining word and a comma. Here are some examples:

The cat was chasing the shrew. + The little shrew got away. ⇒

The cat was chasing the shrew, but the little shrew got away.

Ellen looked out the window. + There was a little cat. ⇒

Ellen looked out the window, and there was a little cat.

Exercise 1: Here are some sentences for you to join. Decide whether to use and, but, for, or, and put a comma in front of the word you use:

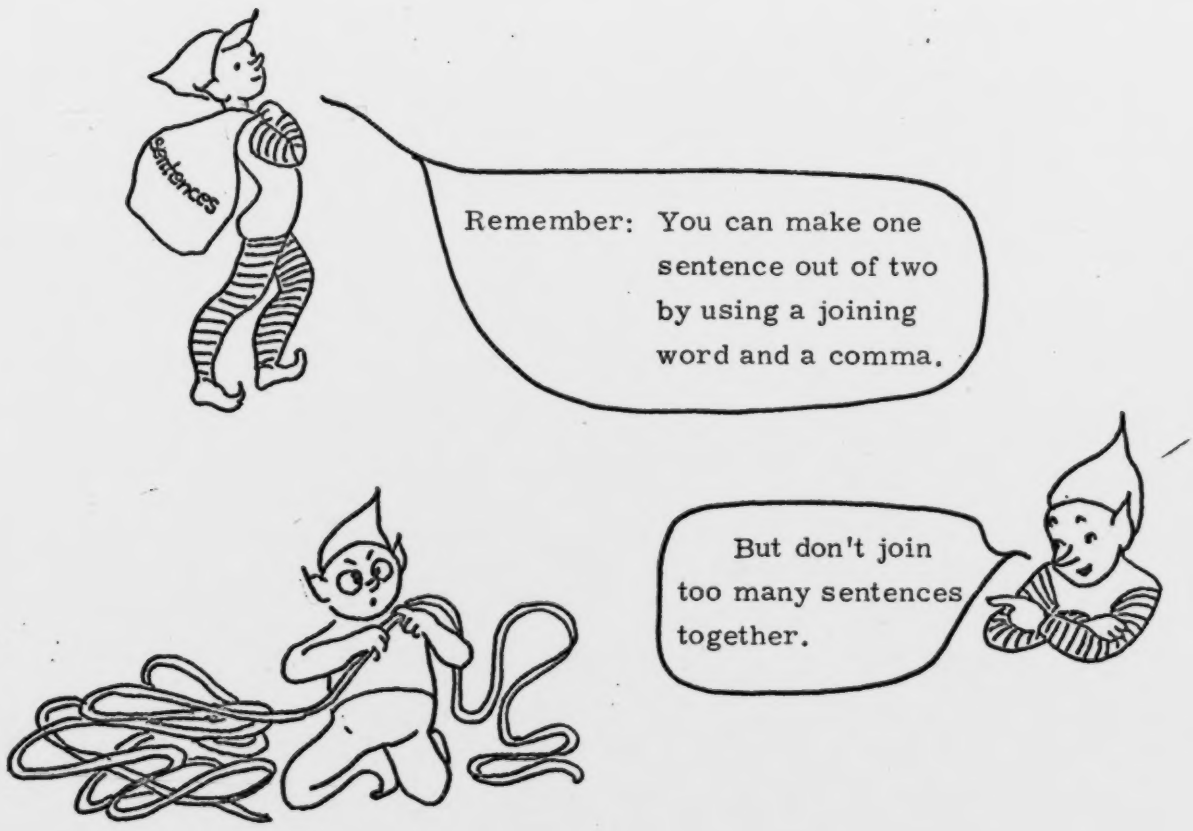
1. Trixie likes sugar. + She often begs for it.
2. The captain saw the dog. + The dog didn't see the captain.
3. The sheep are in the meadow. + The cows are in the corn.
4. The siren went off. + The firemen slid down the pole.
5. Jack rang the doorbell. + Noone was home.
6. You can ride the bus to school today. + You can ride your bicycle.
7. The clown with a purple face was jumping rope. + Elephants were riding bicycles.
8. We were glad the circus was coming. + We like to watch the acrobats.
9. The fox jumped until he was worn out. + He still couldn't reach the grapes.
10. The frog jumped into the fish bowl. + The fish were very surprised.

This is John the Joiner. One day he started joining sentences together, and he couldn't stop. He added one sentence onto another and then another and then another. Here is what he wrote:

> Yesterday we went to the pet shop and we went in, and there were some monkeys in cages, but they didn't look very happy, and we decided that we would buy one, but we couldn't decide which one to buy, and we talked about it for a while, and finally we decided to get the little one, and the man put him in a box, and we took him home.

Do you ever write like John the Joiner? If you were writing John's story, what joining words and commas would you leave out? What would you put in their stead?

Exercise 2: Copy John's story and leave out some of the joining words and commas. Replace them with beginning and ending signs.


sentences
Remember: You can make one sentence out of two by using a joining word and a comma.
But don't join too many sentences together.

Joining Parts in a Series

We can make one sentence out of three if they have parts alike. Here is an example:

Joe played on the team.
Bill played on the team.
Scott played on the team.
⇒ Joe, Bill, and Scott played on the team.

Joe, Bill, and Scott are words in a series. We separate them with commas.

Exercise 3: Join each of these sets of three sentences into a sentence with a series. Separate the parts of the series with commas.

1. Birds flew up.
   Birds circled around.
   Birds dived into the grass. ⟹

2. The tin woodman set out for Oz.
   The raggedy scarecrow set out for Oz.
   The girl with the dog set out for Oz. ⟹

3. We have vacation in June.
   We have vacation in July.
   We have vacation in August. ⟹

4. The unicorn stopped.
   The unicorn listened.
   The unicorn ran away. ⟹

5. The caravan rolled through the woods.
   The caravan rolled down the valley.
   The caravan rolled into the village. ⟹

Here are the Series brothers. Their names are Stan, Sam, and Sidney. They want you to remember that when you put three of the same kind of parts together you separate them with commas.

Exercise 4: Can you find the parts in a series in these sentences and separate them by commas?

1. The cat the rooster and the donkey traveled together.
2. In our school garden we raise radishes carrots and peas.
3. Peter picked peaches pears and plums.
4. Helen Gregory Joe Smith and Nancy Perry play in the band.
5. Dogs cats and horses make good pets.
6. The flowers were red yellow and white.
7. We looked in the closet under the bed and behind the chest.
8. Laura ran to the window opened the curtain and looked at the wolf.

IV

APOSTROPHE

PURPOSE:

To introduce students to the use of the comma in possessives and in contractions; and to provide practice in using it.

MATERIALS:

The student material, which consists of two sections--one on possessives with an introductory page and four exercises; and the other on contractions with two exercises.

SUGGESTED PROCEDURE:

1. Discuss the introductory page of explanation on possessives. You might reproduce it for each student, but it would perhaps go better if you just projected it for the whole class.

   The difference between adding apostrophe and s and just an apostrophe will probably be confusing to most students for some time. This will serve as an introduction. Students have no trouble making possessives. They just have trouble spelling them. The thing to emphasize is that if the word already ends in s we usually just add an apostrophe. But if it doesn't, then we have to add the apostrophe and the s. (Actually, the rule is: If we add an s sound we spell it 's . If we don't add an s sound we simple add '.

   You may want to use all of the exercises but probably not all at the same time. The first two relate the possessive to sentences with the verb have. This is a relationship that should be intuitive with most students. They shouldn't have any trouble filling the boxes. Call their attention to the form of the word in the first sentence. That is the starting place. In the first exercise, since the word doesn't end in s, it is necessary to add the s as well as the apostrophe. In the second exercise, the word already ends in s. Therefore it is necessary to add only the apostrophe. Exercises 3 and 4 simply provide practice in this process.

2. You might want to discuss the material on the contraction by projecting it, but you may also want to provide each student with his own copy for practice.

KEY TO THE EXERCISES:

Possessives
Exercise 1: 1. boy's 2. father's 3. team's 4. dog's
5. child's

Exercise 2: 1. girls' 2. birds' 3. pigs' 4. boys'
5. robins' 6. carpenters'

Exercise 3: A. boy's, girl's, man's, horse's, child's, men's, monkey's, teacher's, baby's, friend's, pilot's, children's

B. boys', rabbits', brothers', childens', babies', friends'

Exercise 4:

car	snakes	crow	plumbers
cats	doctor	women	rat
bird	teachers	fox	kitten
mouse	friend	raccoons	kittens

Another way to use an apostrophe:

Exercise 1:
1. don't
2. aren't
3. isn't
4. weren't
5. haven't
6. doesn't
7. wouldn't
8. couldn't
9. mustn't
10. didn't

Exercise 2:
1. was + not
2. he + is
3. she + will
4. has + not
5. we + are
6. you + are

IV

APOSTROPHE

Possessives

This little hook is called an apostrophe.

We use it in two ways. Here is one way:

Look at these sentences. Look carefully at the words in the boxes.

Joe has a dog. This is Joe's dog.

Mary has a cat. This is Mary's cat.

That boy has a bicycle. This is that boy's bicycle.

The words in boxes are called possessives.

When we write possessives we add an ' plus an s.

dog + 's = dog's

This is the dog's bone.

But if the word means more than one and already ends in s, we add only the apostrophe.

dogs + ' = dogs'

These are the dogs' bones.

Exercise 1: Make the underlined words in the first sentence possessive by adding ' + s; and write it in the box in the second sentence.

1. The boy has a kite.

   This is the [ ] kite.

2. My father has a boat.

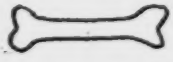
   This is my [ ] boat.

3. Our team has a pet goat.

   This is our [ ] pet goat.

4. The dog has a bone.

   This is the [ ] bone.



5. The child had a balloon.

   This is the [ ] balloon.

Exercise 2: Make the underlined word in the first sentence possessive by just adding ', and write it in the box in the second sentence.

1. The girls have many dolls.

   These are the [ ] dolls.

2. The birds have nests.

   These are the [ ] nests.

3. Pigs have curly tails.

   Here are the [ ] curly tails.

4. The boys have cars.

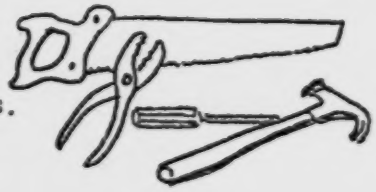
   These are the [ ] cars.

5. The robins have some worms.

   These are the [ ] worms.

6. Carpenters have many tools.

   Here are the [ ] tools.



Exercise 3: Finish filling in the blanks

A.

boy	+	's	= boy's	monkey	+	's	=	_____
girl	+	's	= girl's	teacher	+	's	=	_____
man	+	's	= _____	baby	+	's	=	_____
horse	+	's	= _____	friend	+	's	=	_____
child	+	's	= _____	pilot	+	's	=	_____
men	+	's	= _____	children	+	's	=	_____

B.

boys	+	'	=	_____
rabbits	+	'	=	_____
brothers	+	'	=	_____
chickens	+	'	=	_____
babies	+	'	=	_____
friends	+	'	=	_____

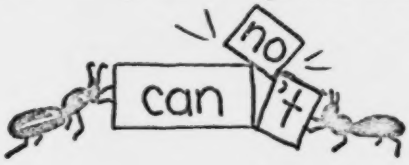
Exercise 4: Draw a circle around the words you would add 's to.

Draw a line under the words that you would add only ' to.

car	snakes	crow	plumbers
cats	doctor	women	rat
bird	teachers	fox	kitten
mouse	friend	raccoons	kittens

Another way to use an apostrophe

Can't is one of our most common words. Do you know that it is really two words pushed together with part of one left out?



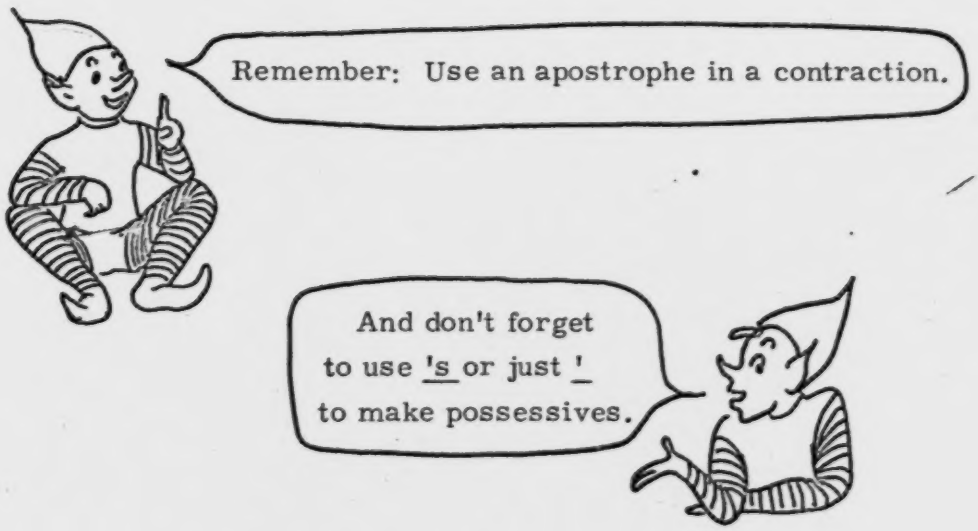
Words that are pushed together with part of one left out are called contractions. When we write contractions we use an apostrophe to mark the spot where something is left out.

Exercise 1: Push the following words together to make one word. Leave part out and mark the spot with an apostrophe.

1. do + not =
2. are + not =
3. is + not =
4. were + not =
5. have + not =
6. does + not =
7. would + not =
8. could + not =
9. must + not =
10. did + not =

Exercise 2: What two words are the following words made from?

1. _____ + _____ = wasn't
2. _____ + _____ = he's
3. _____ + _____ = she'll
4. _____ + _____ = hasn't
5. _____ + _____ = we're
6. _____ + _____ = you're



V

CAPITAL LETTERS

PURPOSE:

To introduce students to the many proper nouns that require capital letters and to provide for practice in using them.

MATERIAL:

The student material explains that capitals are used on the pronoun I, and on names of people, states, towns and cities, countries, days, holidays, the months, titles. There are 8 exercises illustrating each use.

SUGGESTED PROCEDURE:

1. Each of the uses of capitals can be discussed by projecting the appropriate page on the overhead or opaque projector. You can either have students come up and add the capitals at the appropriate places, or you can reproduce copies for each student and have them work individually or in groups to add the capitals. Many of the exercises are cumulative. They include examples of items discussed in previous exercises. Many review the use of the capital at the beginning of a sentence.

   The sentences for Exercise 1 could be put on the board. You could have a space on the board where each child would have a chance to write his own name, with a capital. They could also add other names they can think of.

   The sentences about people who live in other states could be put on the board, just before Exercise 2 is introduced. A map of the United States could be used to illustrate the capitalization of the names of the states.

   In discussing the names of towns and cities you could have students write the names of the towns they can think of on the board. This could be a contest.

   A world map could be used in the discussion of the names of countries.

   In discussing the use of capitals in writing titles, students can suggest many other titles. Let them take turns writing them on the board. (Exercise 7)

KEY TO THE EXERCISES:

Exercise 2:
1. Betty Brown lives in Washington.
2. Her friend Linda lives in Oregon.
3. The largest state is Texas.
4. The newest state is Hawaii.
5. Last summer Tom visited California.
6. The coldest state is Alaska.

Exercise 3:
1. The capital of Oregon is Salem.
2. The Space Needle is in Seattle.
3. Last week we went to the zoo in Portland.
4. In July George is going to Chicago.
5. Disneyland is in Hollywood, and Hollywood is in California.
6. You can fly from New York to Seattle in four hours.

Exercise 4:
1. The country north of us is Canada.
2. Many cars come from Japan.
3. The Smiths went to Mexico in January.
4. In England children go to school in summer.
5. On Friday the boy from France will visit us.
6. Do you know that Rome is in Italy?

Exercise 5:
1. The first month of the year is January.
2. Valentine's Day comes in February.
3. St. Patrick's Day and the first day of spring are in March.
4. In April there are many showers.
5. In May there are many flowers.
6. Summer begins in June.
7. The day we shoot fireworks is in July.
8. In August the weather is very hot.
9. School begins in September.
10. Halloween comes in October.
11. Thanksgiving comes in November.
12. In December we have Christmas.

Exercise 6:
1. I am reading Heidi. . . .
2. Do you like The Jungle Book?
3. Our teacher is reading Robin Hood to us.
4. Most children like One Morning in Maine.
5. Another good book is Charlotte's Web.
6. The Lion and the Mouse is a fable.

V

CAPITAL LETTERS

The word I is always a capital letter.

Maybe I will be there.

The names of people begin with capital letters.

Can you find your name?

Exercise 1: Write sentences about five people in your room. Be sure to start their names with capital letters.

1.

2.

3.

4.

5.

The names of states begin with capital letters.

Can you find the name of the state you live in?

Write a sentence about someone you know who lives in another state.

In your sentence tell where he lives.

Exercise 2: Find the words in these sentences that should have capital letters on them.

1. Betty brown lives in washington.

2. her friend linda lives in oregon.

3. the largest state is texas.

4. the newest state is hawaii.

5. last summer tom visited california.

6. the coldest state is alaska.

The names of towns and cities begin with capital letters.

Can you find the name of the town you live in?

Exercise 3: Find all the words that should begin with a capital letter.

1. the capital of oregon is salem.

2. the space needle is in seattle.

3. last week we went to the zoo in portland.

4. in july george is going to chicago.

5. disneyland is in hollywood, and hollywood is in california.

6. you can fly from new york to seattle in four hours.

Write the names of as many towns as you can think of.

The names of countries begin with capital letters.

Can you find the name of your country?

Exercise 4: In these sentences, find all the words that need capital letters.

1. the country north of us is canada.

2. many cars come from japan.

3. the smiths went to mexico in january.

4. in england children go to school in summer.

5. on friday the boy from france will visit us.

6. do you know that rome is in italy?

How many countries can you think of? Write them on the board.

The names of the days begin with capital letters.

Tuesday Friday Thursday Sunday Wednesday Saturday Monday

Can you find the name of the first day of the week?

Can you find the name of the last day of the week?

Can you find the name of the day of the week when you are reading this?

The names of special holidays begin with capital letters.

Can you find the name of the holiday you like best?

The names of months begin with capital letters.

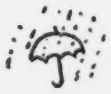
Can you find the name of the month when your birthday comes?

Exercise 5: Find the names of the months in these sentences and put capital letters on them:

1. the first month of the year is january.

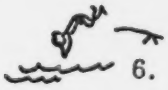
2. valentine's Day comes in february.

3. st. Patrick's Day and the first day of spring are in march.



4. in april there are many showers.

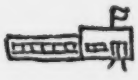
5. in may there are many flowers.



6. summer begins in june.

7. the day we shoot fireworks is in july.

8. in august the weather is very hot.



9. school begins in september.

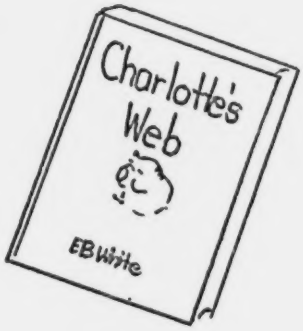
10. halloween comes in october.

11. thanksgiving comes in november.

12. in december we have christmas.

The first word and all important words in titles of books and stories begin with capital letters.

The Golden Touch



The Three Little Pigs

Rumplestiltskin

Robin Hood

Sinbad

Puss in Boots

Jack and the Beanstalk

Thor's Journey

Cinderella

Little Red Ridinghood

Can you find the names of any books and stories you have read?

Exercise 6: Find the words in these sentences that need capitals.

1. I am reading heidi, which is a good book.

2. do you like the jungle book?

3. our teacher is reading robin hood to us.

4. Most children like one morning in maine.

5. another good book is charlotte's web.

6. the lion and the mouse is a fable.

Exercise 7: What are some stories you have liked? Write their names on the board. Write a sentence in which you tell about some books or stories you have liked.

VI

QUOTATION MARKS

PURPOSE:

To introduce students to the use of quotation marks.

MATERIAL:

The student material includes some explanatory material built around a comic strip and three exercises, to be used on the overhead or reproduced for each student. There is also a review exercise that can be used for evaluation of the material in the first five sections of the unit. You may want to bring in more comic strips to use for practice.

SUGGESTED PROCEDURE:

1. Begin by projecting the explanatory material on the overhead or opaque projector and discuss what the characters are saying, how we know what they are saying and then the alternate way of indicating what they say (by quotation marks).

   You could supplement this explanation by passing out comic strips to students and have them work in pairs to write down what the various characters are saying.

2. For Exercise 1, the class could be divided into groups, with each group working on a different one of the comic strips. The results should be displayed in the room. Or you could have them put on the board from the beginning drawn right on the board or on a large piece of poster board attached to the board.

3. Exercises 2 and 3 provide individual practice. You will probably want to reproduce them for each student.

4. Use the review exercise at your own discretion. It might work better for fourth than third grades. It could be used on the projector for a class project, or reproduced for individual or group work.

POSSIBLE EXPANSION:

Students could draw their own comic strips and then trade them with a partner to be translated into sentences with quotation marks.

KEY TO EXERCISES:

Exercise 2:

1. The boy said, "There is the bell. We'd better hurry."
2. One boy asked, "Have you seen my dog?"
3. One of the girls says, "Let's play hopscotch."
4. The boy says, "I'd like three candy bars."

Exerciee 3:

1. The teacher said, "Put away your books."
2. Henry yelled, "Throw the ball to second!"
3. His brother said, "I found your dog."
4. Nancy asked, "Whose lunch is this?"

Review exercise:

1. The first little pig met a man with a bundle of straw. He bought the straw to make a house. Soon the wolf came.

2. The second little pig made a house with a bundle of wood. Soon the wolf came and asked, "Can I come in?" The little pig said, "Not by the hair of my chinny-chin-chin."

3. The third little pig made a house of brick. The wolf huffed and puffed, but he couldn't get in. He was very angry.

4. On Friday, the little pig went to the fair. While he was there he bought a churn. On the way home he met the wolf. Quickly he jumped in the churn and rolled down the hill.

5. When the wolf saw the churn he was frightened. He went to the little pig's house and told him about it. The little pig laughed. He said, "I was in that churn." The wolf was angry.

6. The wolf invited the little pig to a garden. The little pig got up early and went there first. He gathered carrots, beans, and corn and went home before the wolf came.

7. The wolf climbed the roof and jumped down the chimney. The little pig had a kettle of water on the fire, and the old wolf fell into the boiling water. That was the end of him.

Student

VI

QUOTATION MARKS

Here is Jack.

And here is Betty.

And here they are in a comic strip.

What does Betty say? _____

What does Jack say? _____

What does Betty ask then? _____

Then what does Jack say? _____

How do you know what Jack says? _____

How do you know what Betty says? _____

Read the following and see if you can discover another way we can show what Jack and Betty are saying.

Jack said, "

Then Betty Said, "

And Jack answered, "

Finally Betty said, "

How does the first word each person say begin?

These are quotation marks.
In comic strips we put what people say in balloons. When we write, we put what they say in quotation marks.

Exercise 1: Here are some stories. Make a comic strip out of each one and put what is said in balloons.

1. The three bears were looking at their table. The father bear said, "Someone has been eating my porridge."

   Then the mother bear said, "Someone has been eating my porridge."

   Then the baby bear said, "Someone has been eating my my porridge. And they ate it all up!"

2. The three bears were in the bedroom. The papa bear said, "Someone has been sleeping in my bed."

Then the mother bear said, "And someone has been sleeping in my bed."

Finally the baby bear said, "Someone has been sleeping in my bed, and here she is."

At that Goldilocks jumped up and said, "I'd better get out of here!" And she ran out of the house.

3. One day when a lion was sleeping, some mice came along and were playing around him. Suddenly the lion woke up and put his big paw on one of the mice.

The little mouse squeaked, "Let me go, and I'll help you out sometime."

The Lion laughed, "How can a little midget like you help me? That is funny." But he let the mouse go, and the mouse ran away.

Not long after, the Lion was caught in a net and roared so loud he shook the forest. The little mouse heard him and ran over quickly to see what had happened. When he saw the lion he began to gnaw the net. As he gnawed he said, "Well, Lion, I told you that I'd help you out sometime,"

4. Some ants were out gathering food, when a skinny grasshopper came along. The grasshopper said, "How about giving me a little bit of food?"

One of the ants answered, "I am sorry, Grasshopper, but we worked all summer to gather this food. What did you do all summer?"

The grasshopper answered, "Oh, I sang and played. I didn't bother to work."

Then the ant said, "That is the point. If we sang and played all summer we'd starve in the winter. And that is what will happen to you."

5. One day a man was fishing and caught a tiny fish. As he was taking it off the hook, the fish said, "Please throw me back."

The man said, "Why should I?"

"Well," answered the fish, "I am so tiny. Wait until I'm bigger and really worth catching."

"Ho, ho," said the man. "You don't think I'll give up what I have now for what I might catch some other time do you? No way!"

Exercise 2: Look at these pictures and then write sentences showing what each person is saying. Put his exact words in quotation marks.

Exercise 3: These sentences should have quotation marks. Copy them and put in the quotation marks where they belong.

1. The teacher said, Put away your books.
2. Henry yelled, Throw the ball to second!
3. His brother said, I found your dog.
4. Nancy asked, Whose lunch is this?

Review: Copy the following and put in all the marks of punctuation that have been left out.

1. the first little pig met a man with a bundle of straw he bought the straw to make a house soon the wolf came
2. the second little pig made a house with a bundle of wood soon the wolf came and asked can I come in the little pig said not by the hair of my chinny-chin-chin
3. the third little pig made a house of brick the wolf huffed and puffed but he couldn't get in he was very angry
4. on friday the little pig went to the fair while he was there he bought a churn on the way home he met the wolf quickly he jumped in the churn and rolled down the hill
5. when the wolf saw the churn he was frightened he went to the little pigs house and told him about it the little pig laughed he said I was in that churn the wolf was angry

6. the wolf invited the little pig to a garden the little pig got up early and went there first he gathered carrots beans and corn and went home before the wolf came

7. the wolf climbed on the roof and jumped down the chimney the little pig had a kettle of water on the fire and the old wolf fell in the boiling water that was the end of him

VII

WRITING LETTERS

PURPOSE:

To introduce students to the mechanics of letter writing.

MATERIAL:

The student material includes two sample letters, some explanation of the form, and a variety of subsections which provide practice in the mechanics of writing addresses, writing dates, writing time, and writing abbreviations, each with exercises, and two exercises in letter writing itself.

SUGGESTED PROCEDURE:

1. Use the introductory explanatory material on the projector and discuss the form of the letters and the various sections of letters. You could also reproduce the letters for each student to serve as models.

2. The section on writing addresses could also be handled on the overhead, but you may want to reproduce Exercise 2 for each student or each group of students. You might want to ask students to take turns writing their own addresses on the board.

3. The section on writing dates can be handled on the projector, but you will probably want to reproduce some of the calendars for students to use individually. In the discussion period you could have students take turns writing the dates of their own birthday on the board.

4. Like the others, the section on writing time can be handled either on the projector or you can reproduce the exercises for the students. Probably you will want to handle the explanatory material on a projector.

5. After students have had some practice in writing addresses, dates, time, and abbreviations, have them do Exercises 5 and 6, though probably not at the same time. Exercise 5 could be a class project to be used for review and Exercise 6 could be done individually.

POSSIBLE EXTENSION:

1. You could take a class walk and have students write down the addresses of various houses they pass.

2. Use class activities to which you want to invite outsiders as occasions for writing letters.

3. A play clock with movable hands could be used to provide practice in writing time. Move the hands to different positions and have the students write down the time that is indicated.

KEY TO EXERCISES:

Exercise 2: 1. 430 Third Avenue
Salem, Oregon

or

430 Third Ave., Salem, Oregon

2. 517 Pine Street
Boise, Idaho

or

517 Pine Street, Boise, Idaho

3. 27 Frog Road
Logan, Utah

or

27 Frog Road, Logan, Utah

4. 923 Rose Lane
Zane, Ohio

or

923 Rose Lane, Zane, Ohio

Exercise 3: January 17, 1972
March 5, 1970
April 14, 1971
May 22, 1969
July 4, 1972
December 27, 1971

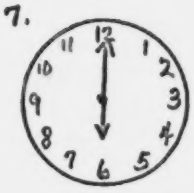
Exercise 4: 1. 12:15
2. 9:00
3. 1:00
4. 2:30
5. 12:30
6. 11:30

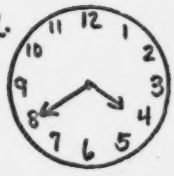
Exercise 5:

1.

3.

5.

7. 

2. 

4.

6.

8.

Exercise 6:

1342 Valley Road
Sandy, Oregon
June 10, 1972

Dear Henry,

I haven't seen you for a long time. I hope you can visit us again in June. We can go to the coast and the mountains. Maybe you can stay for the Fourth of July. I hope so.

Your cousin,

Scott

VII

WRITING LETTERS

Do you like to get letters?

Do you ever write letters?

Here is a letter Susan wrote to her friend Jane.

345 Pine Street
Boise, Idaho
May 2, 1972

Dear Jane,

Will you come to my party? It will be on Tuesday at 3:00 o'clock.

Your friend,
Susan

Here is how the envelope for Susan's letter looked.

345 Pine St.
Boise, Idaho

Jane Jones
1112 State Avenue
Boise, Idaho

Here is a letter Joe wrote to his friend Bill.

975 Beaver Road
Fresno, California
October 5, 1972

Dear Bill,

Can you stay overnight at my house on Friday? We can watch T.V. until 10:00 o'clock.

Your friend,
Joe

Here is how Joe addressed his envelope.

975 Beaver Road
Fresno, California

Joe Black
10 Front Street
Fresno, California

We usually use a special form when we write letters. Look at the letters that Susan and Joe wrote. Both of them have a part called a heading. The heading has the address of the person writing the letter and the date on which he is writing it.

Every letter also has a greeting. Greetings in letters almost always begin with "dear" followed by the name of the person we are writing to. It is like saying "Hello, Jane," when we meet a friend. After the greeting, we put a comma.

The part of the letter that has our message is called the body.

When we have said all we want to say, we usually have a closing. This can be something like "Your friend," or "Love," or "Your cousin," We usually put a comma after the closing.

Finally we sign our name. This is called the signature.

Writing Addresses

When we write addresses we start with our house number and the name of the street. Then we have the name of the town and the name of the state. We always put a comma between the name of the town and the name of the state. When we write addresses in a letter we put the house number and street on one line and the town and state on the next line. Here are some sample addresses:

924 Fifth Avenue	750 Walnut Lane	1124 Market Street
Troy, Utah	Bend, Oregon	Dodge, Iowa

If you ever want to write an address in a sentence, you should put a comma after the name of the street and after the name of the state. Here are some examples.

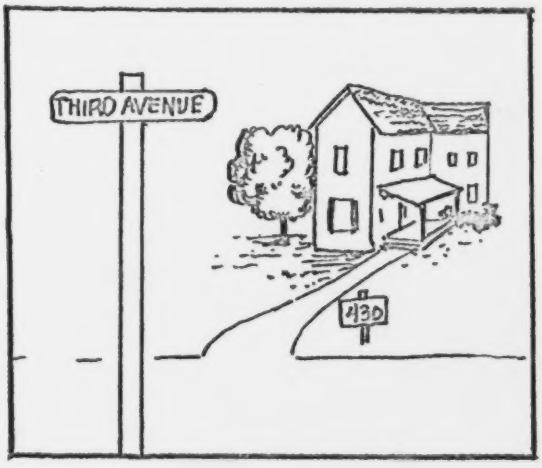
Sam Sneed lives at 924 Fifth Avenue, Troy, Utah.

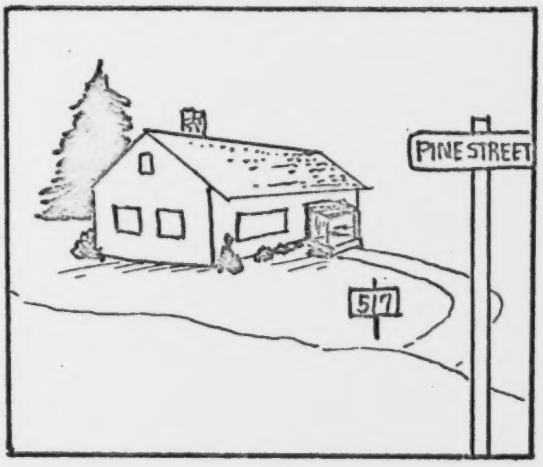
We stopped at 750 Walnut Lane, Bend, Oregon, for lunch.

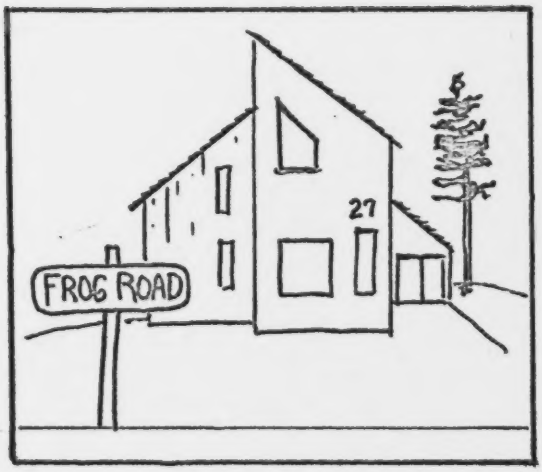
I think that 1124 Market Street, Dodge, Iowa, is the wrong address.

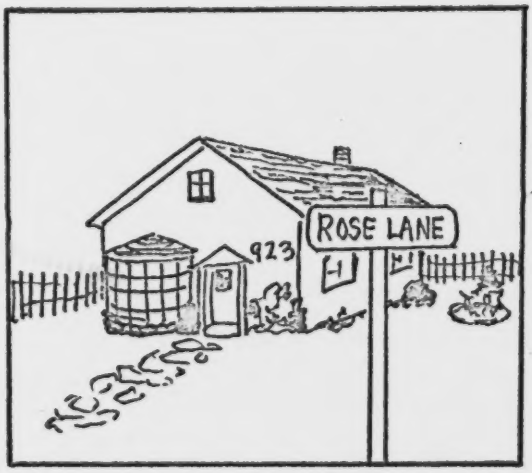
Exercise 1: Write your address the way you would write it in a letter. Then write it in a sentence.

Exercise 2: Write the addresses of the houses shown in these pictures.









Writing Dates

Dates have the name of the month, the number of the day in the month, and the year. There are two ways to write dates. We can put the month first or we can put the number of the day first. Here are some examples:

July 4, 1976	or	4 July 1976
December 25, 1914	or	25 December 1914
May 11, 1843	or	11 May 1843

If we put the name of the month first, we must put a comma between the number of the day and the number of the year.

Exercise 3: Write the dates that are circled in these calendars.

January 1972						
Sun	Mon	Tu	Wed	Th	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	(17)	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

The date is _____.

March 1970						
Sun	Mon	Tu	Wed	Th	Fri	Sat
				1	2	3
4	(5)	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

The date is _____.

April 1971						
Sun	Mon	Tu	Wed	Th	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	(14)	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

The date is _____.

May 1969						
Sun	Mon	Tu	Wed	Th	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	(22)	23	24	25	26
27	28	29	30	31		

The date is _____.

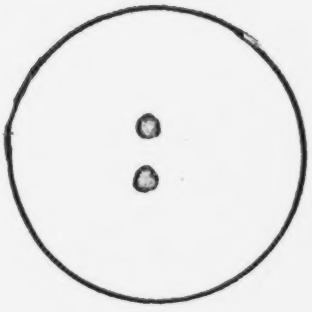
July 1972						
Sun	Mon	Tu	Wed	Th	Fri	Sat
			1	2	3	(4)
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

The date is _____.

December 1971						
Sun	Mon	Tu	Wed	Th	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	(27)	28
29	30	31				

The date is _____.

Writing Time



Sometimes we have to write down a time. We have a special way of doing it. We use a punctuation mark called a colon. A colon looks like two periods, one above the other. Here is how we use it to write time. We put the hour in front of the colon and after the colon we put the number of minutes after the hour. So, if it is fifteen minutes after five we write

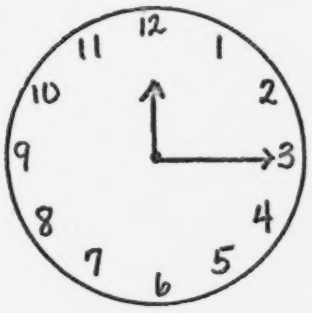
5:15

If it is an exact hour, we use two zeros after the colon. So five o'clock is written

5:00

Exercise 4: Write the times shown on these clocks.

1.



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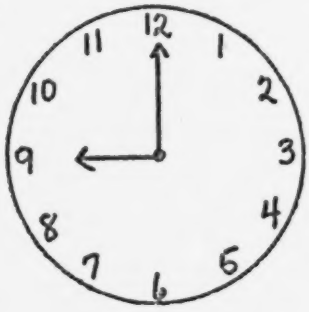

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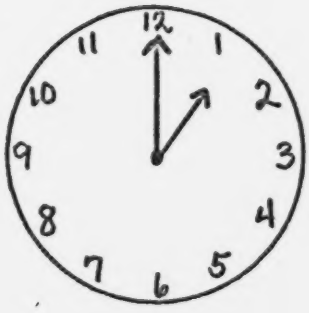
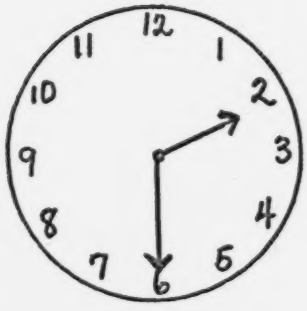
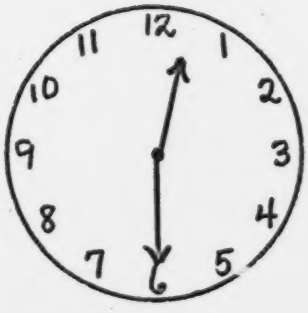


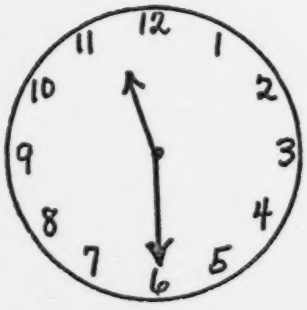
4.



5.



6.



Exercise 5: Draw some clocks showing the following times.

1. 7:30	3. 12:00	5. 8:45	7. 6:00
2. 3:40	4. 4:10	6. 9:05	8. 11:25

Exercise 6: Copy the following letter and put in all the punctuation that is needed.

1342 valley road
sandy oregon
june 10 1972

dear henry

i havent seen you for a long time i hope you can visit us again in june we can go to the coast and the mountains maybe you can stay for the fourth of july i hope so

your cousin

Scott

Exercise 7: Write a letter to someone in your family who lives in another town. Tell him what you have been doing lately.

VIII

WRITING PARAGRAPHS

PURPOSE:

To introduce the concept of paragraphing.

MATERIAL:

The student material includes a sample story with paragraph and an exercise in which students are to decide where the paragraphs should be.

SUGGESTED PROCEDURE:

1. You might put the first page on the projector and discuss what each of the paragraphs is about.

2. Exercise 2 could also be put on the projector and as a class students could decide where the paragraphs should fall. Have them decide what each section is about and where the changes come.

3. Occasionally when selections in the reading students are doing include paragraphs in which the main ideas are quite obvious, you can ask students to tell you what the paragraphs are about and point out that each paragraph is about one idea.

4. As with punctuation, do not let emphasis on paragraphing inhibit the free expression of ideas. But occasionally when the subject of a composition lends itself to planning what things will be discussed first, second, etc., you can discuss the concept of grouping things that belong together in the same paragraph. The idea at this level is to introduce and expose students to the concept but not to emphasize it.

KEY TO EXERCISES:

Exercise 1: The 2nd paragraph, obviously, is about cats; the third about dogs; and the fourth about horses.

Exercise 2: The first paragraph should include the first two sentences. The second paragraph should conclude with ". . . Hubert's favorite color." The third paragraph should conclude with ". . . scared the dog away."

VIII

WRITING PARAGRAPHS

Have you ever noticed in the stories you read that some of the lines start in from the margin a little ways? This is called indenting. When we write stories we divide them into paragraphs. To show where paragraphs begin we indent the first sentence. Each paragraph is about one idea. When we start a new idea, we start a new paragraph.

Here is a story about pets. It has four paragraphs. The first one is an introduction. It tells what the story is going to be about.

PETS

Many people have pets. They become very fond of them. Cats, dogs, and horses all make good pets, but they are all different.

Cats are soft and furry. They have short or long hair and they come in several colors. They purr when they are happy. When they are small they like to play with yarn and to chase their tails. They have sharp claws and can scratch when they are angry.

Dogs are very friendly creatures. They wag their tails when they see people they like. They come in many sizes and colors. Some dogs are very intelligent and can be taught to do tricks. They can be very fierce. They make good guards.

Horses are good pets if you live on a farm or have lots of room. If you have a horse you should have a pasture with a fence around it and a barn to keep the horse in. You can ride horses. They can also be used to pull wagons and carts. They can run very fast.

Exercise 1: Tell what the second, the third, and the fourth paragraphs in the story on pets are about.

Exercise 2: Read this story, written by a boy your age, and decide where you would divide it into paragraphs.

MY UNUSUAL MONKEY

I have an unusual monkey called Hubert. He is unusual because he can change color, size, and shape. Hubert changes color when I chase him. His favorite place is the blue sofa, so he changes color to blend in with it. I can not see him because he looks like one of the cushions. He throws the cushion behind the sofa so I will not see it. But I see Hubert's eyes when I go by him. Also when I can not see him. I sit down and instead of hearing squeak, I hear "arf, arf, arf." The color of the sofa is Hubert's favorite color. One day Hubert took a walk. A big bad dog started to chase him. Hubert ran and ran. Then he changed himself to the size of a gorilla and scared the dog away. One other day Hubert and I went fishing. Hubert wanted to be funny, so he changed his shape into a worm. I put him on the hook and put him in the water. It was almost 6:00 when I found out Hubert was gone. Finally I got a jerk. It was a heavy one. When I pulled it up it was Hubert, almost drowned. We went home and Hubert never turned into a worm again.